

C. Comprehensive Action Plan: From the “Proposed Actions to Address Areas Needing Improvement” (listed in “G” of each Section Scoring Summary), select those improvements that offer the greatest impact, given the resources available. These become the Actions Feasible that will ultimately drive the self-study’s Comprehensive Action Plan, for which the table below is provided as a possible framework.

Action	How Action Improves Services to Students and/or Student Success	Means of Assessment/Criteria for Success	Target Date	Resources Required (Funding, Time, Materials, Etc.)	Individual Responsible
Create integrated Developmental Reading and Writing Courses, creating three levels to meet students’ assessed needs: Reading & Writing Strategies I, Reading & Writing Strategies II, and English 101 with Review.	Restructuring and integrating reading and writing courses will facilitate improved student outcomes per course completion and pre- to post test score gains, as well as reduce the number of developmental courses and reduce cost to the student and institution.	Creation of 3 levels of integrated reading and writing courses, including English 101 with Review, a college credit transferable course, for students placing	8/19/2013	Donna Estill, DeAnn Welch, Maria Bahr will create integrated reading and writing courses with accompanying syllabi.	Donna Estill/ Regena Lance DeAnn Welch Maria Bahr
The DEP will implement electronic student surveys, where students will express satisfaction with learning goal attainment, learning experiences, and learning environment.	Surveys will provide feedback to help guide future teaching strategies, learning environment, promote instructor consistency, and improve student success.	Electronic survey via Blackboard’s Survey tool.	5/1/2014	DEP faculty will construct electronic surveys through Blackboard’s Survey tool.	Maria Bahr
Students’ affective needs will be addressed through modifying pre-COMPASS survey.	Assessment of students’ affective needs and demographic data will identify areas to assist to increase student persistence and completion.	Collaborate with Steve Kramer, Student Services Director, and DeAnn Welch, MILL Director, to modify pre-COMPASS survey question.	5/1/2014	MILL Director will add up to 38 questions to survey students take before completing COMPASS.	DeAnn Welch
The DEP will schedule biennial review and revision of reading and writing goals and objectives, based on assessed students’ needs (cognitive and affective), students’ course completion rates, students’ pre- to post test score gains, and students’ input through surveys.	Review and revision of reading and writing goals biennially per students’ assessed needs and performance outcomes will facilitate alignment of institutional, departmental and course goals and objectives and ensure that students’ affective and cognitive needs are met, improving student outcomes and course completion rates.	This review will ensure DEP stays up to date with current students’ assessed needs, a data-driven approach to creating, revising and implementing a successful DEP program and to increasing course completion rates.	7/15/2015	Resources include the following personnel who will individually review DEP goals and objectives before collaborating on updates: MILL Director, DEP faculty, student advising staff, and Dean of Instruction	DeAnn Welch Maria Bahr
DEP faculty and Dean of Instruction create common syllabi for DEP courses at each discipline level, relate the DEP curricula to subsequent course curricula and to the curricular needs of other academic departments.	Common syllabi will encourage consistency if curricula for DEP students and allow for common goals of increasing student outcomes, course completion rates, and persistence.	Inclusion of common DEP course syllabi in DEP Handbook.	7/30/2013	DEP faculty Maria Bahr, DeAnn Welch and Dean of Instruction Donna Estill will develop common syllabi during the spring and summer of 2013.	Maria Bahr DeAnn Welch Donna Estill/ Regena Lance

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Develop DEP Faculty Handbook to facilitate and educate faculty of DEP course objectives to improve instruction and student outcomes, including increased course completion rates and increased pre- to post test score gains.	The DEP Faculty Handbook will increase communication, placement accuracy, reporting on student outcomes, and instructional content consistency among DEP faculty. The handbook will contain the following sections: DEP history, theoretical framework and applications for the DEP program, DEP course descriptions, placement scores, common DEP syllabi, institutional policies, student performance expectations, rubrics, and contact information.	-Publication and dissemination of DEP Faculty Handbook through college website: http://fortscott.edu/academics/mill/arsenal/pdf/DEVELOPMENTAL%20ENGLISH%20FACULTY%20HANDBOOK%202013-2014%20%208-14-13.pdf -Review of course completion rates. -Review of pre- to post test score gains.	8/15/2013- printed copy; 8/30/2013- electronic copy	Maria will complete construction of DEP Faculty Handbook, which will be available both in print and electronically posted on the FSCC website.	Maria Bahr
Create DEP Annual Report	The DEP Annual Report will inform stakeholders of current practices and outcomes in the DEP, facilitate DEP's alignment with college curriculum, FSCC's academic standards, and through analysis, reporting, and curriculum revision, improve student outcomes.	Sharing with all stakeholders, the DEP will publish an annual report reflecting the following: current DEP mission, goals, and objectives; evaluation of trends and anomalies in DEP course completion rates/grade distributions, pre- to post test score gains, the number and percent of all incoming students placing and enrolling in DEP coursework, number of DEP courses and sections offered each term, and grade distributions in DEP students' college-level English 101 courses and retention rates. The annual report will be published on the FSCC website.	8/1/2014	IT Director Morgan Beck will extract data using POISE and Excel. Professional Data Analysis Consultant and Institutional Researcher (2014) will facilitate data analytics using SQL Server Express and Excel.	Maria Bahr, Charles McGowan (IR), Tommy Hoyt, and Morgan Beck.
Schedule fall and spring semester meetings during in-service week to discuss curricula updates, performance expectations, pre- to post testing requirements, best practices, research.	DEP meetings will promote DEP faculty professional development, DEP student outcomes expectations to enhance student learning outcomes and performance measures.	Improved communication, instructional practices, and student outcomes are all measure of success.	Fall 2013	Resources include DEP Faculty Handbook, <i>Journal of Developmental Education</i> , <i>Journal of Adolescent and Adult Literacy</i> , <i>Journal of College Reading and Learning</i> , <i>What Works: Research-based Best Practice in Developmental Education</i> , <i>Research in Developmental Education</i> , and <i>Edutopia</i>	DEP Instructors DeAnn Welch and Maria Bahr

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Update placement cutoff scores, DEP course descriptions, and DEP course sequence in FSCC online catalog and in DEP Faculty Handbook posted on FSCC website.	Updates will ensure that current and prospective students receive correct information on course placement and sequencing through graduation.	Dissemination of current DEP policies and practices.	12/15/2013	Interim Dean of Instruction Regena Lance updated catalog. IT personnel update information sent by Maria Bahr and updated by Tommy Hoyt.	Regena Lance, Maria Bahr, and IT staff